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ABSTRACT

A program of studies, instructional resources, and suggestions for activities and materials are presented for use by teachers in an elementary school foreign language program. The program provides supplemental elementary-level instruction for children in such languages as French, German, and Spanish. The program is primarily oral and stresses simple communication and exposure to a foreign culture. The curriculum guidelines specify vocabulary and sentence structure objectives for first and second levels. Suggestions are also offered for classroom techniques, lesson planning, classroom organization and discipline, conversational skills, sentence building, resource materials and information sources, teaching about culture, games and activities, and songs in other languages. (RW)

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ELEMENTARY FOREIGN LANGUAGE GUIDE TO RESOURCES

Fairfax County Public Schools

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FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Vocational, Adult, and Community Education
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, Virginia 22042

June 10, 1982

Dear PTA/PTO Liaisons and EFL Teachers:

The attached resource booklet is provided for use by the Fairfax County Public School Elementary Foreign Language (EFL) teachers.

The content of this booklet is the result of extensive input from a wide population of teachers, administrators, and curriculum specialists and is thought to be the most complete resource, of its kind, available.

However, recognizing the ever changing state-of-the-art this publication can only be kept current with your assistance. Your suggestions for additions and revisions are welcomed.

I would like to express my sincere appreciation to all of those individuals who have made this program a success, the dedicated efforts of the volunteers who have been involved throughout the year is the ingredient which has made this outstanding Community Education Program.

I look forward to continued growth and success.

Very truly yours,

Joseph T. Daly

Joseph T. Daly
Director
Community Education

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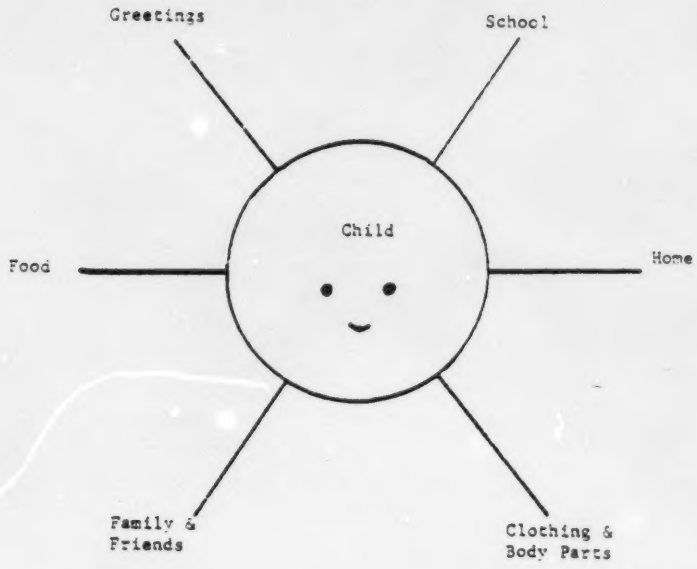


SECTION I: Program of Studies

The Program of Studies indicates both vocabulary and sentence structures for students in the Elementary Foreign Language Program. The sequence of topics may be covered in somewhat similar order. You are not expected to complete all subject matter under each topic in one year of study. Material covered will vary as to age and ability of students.

The EFL Program is primarily oral. The basic goal is simple communication related to the child's experience and exposure to foreign culture. The child should be able to hold a simple conversation about his world--his family, his friends, his school--and should gain appreciation for a language and culture other than his own.

Teaching based on lists of words is discouraged. For better understanding, encourage communication in the target language.

Formal grammar is not to be stressed, but the grammar of the language must be kept in mind as sentence patterns are built.

All nouns are to be taught with appropriate articles, and verbs are to be in the present tense. Basic, simple sentences--subject, verb, and compliment--should be taught as soon as possible.

The alphabet, weather, time, and culture are not listed as separate topics. These subjects should be included throughout the session whenever they are appropriate. For example, a teacher may say:

Today is Monday.
The weather is cold.

Or, a teacher may show a movie about a typical school day in the country being studied when school is the discussion topic. The age group of the children should always be kept in mind. The use of the cursive form or telling time will be inappropriate for many children.

In many cases, the Program of Studies lists 10 or 12 items under each topic. Avoid introducing more than 3 to 5 new vocabulary words during one activity. Each topic must be developed over several lessons and reviewed with varied techniques over several additional lessons. Mastery should not be expected before the third presentation. In some cases it may take a child numerous exposures to retain the material. Encourage each student. Every student should experience success.

Creativity or resourcefulness are a teacher's greatest asset in developing a lesson plan based on this Program of Studies. A variety of methods materials, games, songs, and drills are necessary. Segments of each lesson should be kept short and fast paced. Students should be active, involved, and challenged.

The Program of Studies contains three levels, each representing one year of study. Subject matter to be covered is listed for the teacher, but this is not the way it should be presented to the child. The child should be taught in sentences so that he will not only recognize the words, but be able to use them.

Following Level I of the Program of Studies is a section on requirements for mastery. This section indicates what is expected of an EFL student after one year of study. Expectations will increase with the age and/or ability level of the particular children involved. Since class members may vary dramatically in background and experience, it is inadvisable to expect the same response from every student for each level of study.

There are many techniques and presentations included in this guide. Suggestions on individual topics can be found in Sections III, IV, and V. However, these ideas are just a beginning. Only YOU, the teacher, can make the Elementary Foreign Language Program work! Please continue to share your suggestions and successes.

PROGRAM OF STUDIES

The Program of Studies contains the basic content for EFL courses. Along with subject matter to be covered, there are suggested sentences for using this material. It is important to vary the sentence forms as well as vocabulary in the target language. For instructions on how to make such substitutions see pages 12 and 13.

Rembember to discuss the alphabet, weather, time and culture throughout your lessons.

LEVEL I: Emphasize these sentence patterns and responses to them.

What is .....?
Who is.....?
Are you.....?
How many.....?
Do you have....?
Do you like....?
Do you want....?

I. SOCIAL DIALOGUE:

Hello
How are you? I am fine (not well, so-so)
My name is.... May I ask your name?
Please... Pardon me...
Thank you. You're welcome.
Good-bye.

II. NUMBERS: 1-20 (20-100 optional with age of students). Age, address, date, phone number, school grade.

How many are there?

III. COLORS: red, blue, green, yellow, black, white, brown, gray.

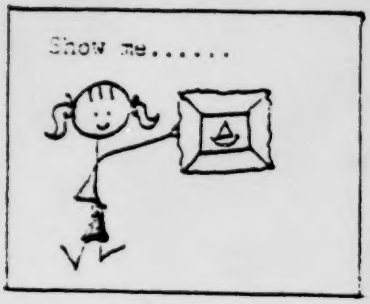
What color is this?
This is red.

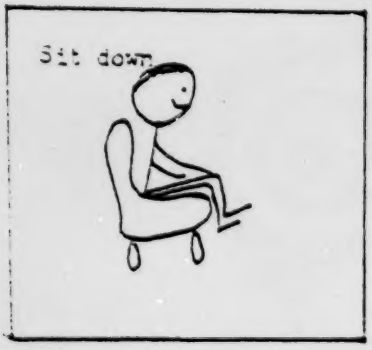
IV. CLASSROOM: the chair, the pencil, the paper, the table, the desk, the book, the door, the window, the teacher, the student.

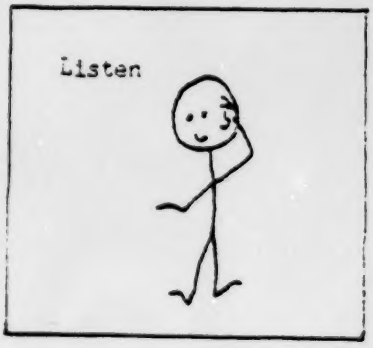
What is this?
It is a pencil.

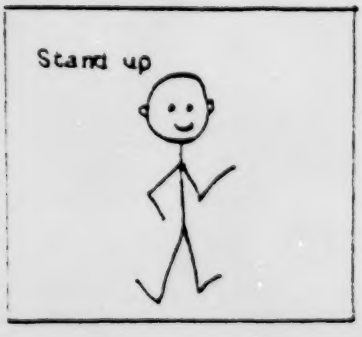
USEFUL COMMANDS

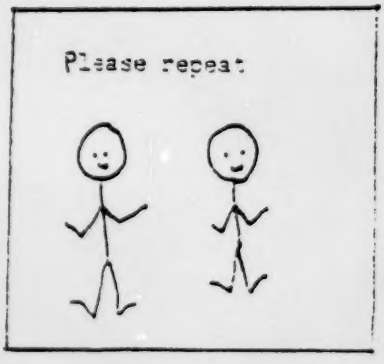
Students should understand and respond to the following:











V. AUTOBIOGRAPHY: the boy, the girl, the man, the woman, the house, the father, the mother, the sister, the brother, the family, the friend, the cat, the dog, the pet.

Who is she?
She is my sister.

VI. DAILY ACTIVITIES: sit, stand, show, give, tell, listen, repeat, stop, go, come, walk, look, sing, touch, close, open.

See illustrations of verbs as classroom commands on pages 4 and 8.

VII. PARTS OF THE BODY: the body, the head, the face, the eyes, the nose, the mouth, the arms, the legs, the hands, the feet, the hair.

Show me your nose.
Do you have three eyes?

VIII. CLOTHING: the sweater, the shirt, the pants, the dress, the coat, the shoes, the hat.

Do you like this dress?
No, I do not like this dress.

IX. ADJECTIVES: big, little, short, tall, fat, thin, young, old, good, bad, hot, cold, pretty, ugly, American, French, Spanish, German.

Are you cold?
Yes, I am cold.

X. FOOD AND DRINK: the water, the milk, the juice, the meat, the salad, the sandwich, the hotdog, the hamburger, the cookie, breakfast, lunch, dinner.

Do you want a cookie?
No, I want two cookies.

OPTIONAL

XI. ADVERBS: loudly, softly, slowly, rapidly, here, there.

Please repeat softly....

XII. PREPOSITIONS: in, out, on, off, to.

Is the book in the desk?
No, the book is on the desk.

MASTERY

Children should be able to understand and respond to this material.

SOCIAL DIALOGUE: Hello
How are you? I am fine (not well, so-so).
My name is... May I ask your name? How old are you?
Please... Pardon me...
Thank you. You're welcome.
Good-bye

QUESTIONS: What is...? Who is...? Are you...? How many...?
Do you have...? Do you like...? Do you want...?

Children should be able to understand these commands.

CLASSROOM COMMANDS: Stand up. Sit down. Look. Listen. Show me. Give me. Tell me. Repeat.

OTHER SUBJECT MATTER: Each teacher shall set goals for the amount of material to be mastered under each topic based upon what is appropriate to the age, experience, composition, and ability level of the students.

LEVEL II: In order to assess the students' knowledge, begin with a review of material studied in Level I. You may combine two or more topics for each activity. Suggestions for expanding the content of topics previously studied are presented below, in addition to new material for this level. Continue using all the sentence structures mastered in Level I, and add structures for questions and responses:

When....?
Where...?
Which...?

SUGGESTIONS FOR EXPANDING PREVIOUS TOPICS:

I. SOCIAL DIALOGUE: Extend conversations.

II. NUMBERS: 20-100 +, present year, ordinal numbers--first, second, third, etc.

III. COLORS: orange, purple, pink, gold, silver.

IV. PARTS OF THE BODY: the ears, the lips, the teeth, the shoulder, the knee, the ankle, the chest, the back, the heart.

V. AUTOBIOGRAPHY: the grandmother, the grandfather, the aunt, the uncle, the cousin.

VI. DAILY ACTIVITES: sleep, wake up, wash, read, write, play, eat, wear, put.

VII. CLOTHING: the suit, the tie, the socks, the shoes, the pajamas.

VIII. ADJECTIVES: high, low, nice, mean, hungry, thirsty, tired.

IX. FOOD AND DRINK: the coffee, the tea, the beef, the pork, the vegetables, the fruits.

X. MORE ADVERBS AND PREPOSITIONS: (optional) under, over, far, near.

NEW MATERIAL

I. NEIGHBORHOOD: the school, the church, the store, the restaurant, the building.

Where are you going?
I am going to the store.

II. HOME: the living room, the kitchen, the bathroom, the bedroom, the yard.

Where is grandmother?
Grandmother is in the yard.

III. TRANSPORTATION: the car, the bus, the truck, the bicycle.

Which car is blue?
This car is blue.

IV. HEALTH: the sore throat, the stomach ache, the headache, the toothache

Do you have a headache?
Yes, I have a headache.

V. EMOTIONS: happy, sad, sorry, afraid, in love, surprised.

Are you happy?
No, I am not happy.

VI. ANIMALS (DOMESTIC AND FARM): the bird, the rabbit, the horse, the cow, the pig, the chicken, the fish.

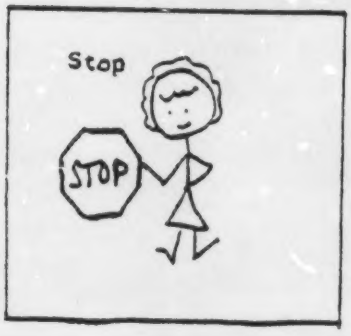
Do you like horses or cows?
I like horses.

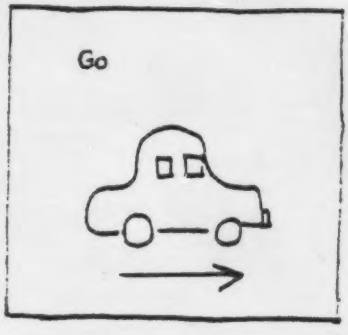
VII. SPORTS: Focus especially on those of the country being studied: soccer, baseball, basketball, football, etc.

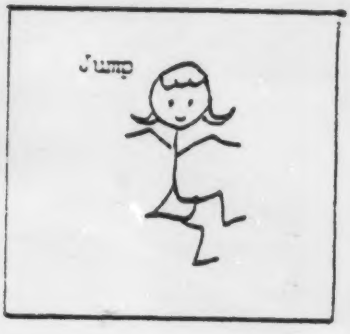
When is the soccer game?
The soccer game is this afternoon.

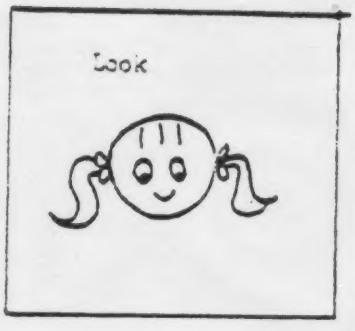
USEFUL COMMANDS

Students should understand and respond to the following:









LEVEL III: In order to assess the students' knowledge, begin with a review of material studied previously. Suggestions for expanding topics previously covered in Levels I and II are presented below together with new material for this level. Continue using simple sentences and making substitutions. The following new question and response patterns may be introduced at this level.

How much....?
Why.....?

SUGGESTIONS FOR EXPANDING PREVIOUS TOPICS:

I. SOCIAL DIALOGUE: Extended conversations.

II. DAILY ACTIVITIES: carry, climb, smell breathe, laugh, need.

III. PARTS OF THE BODY: the forehead, the cheek, the tongue, the chin, the neck, the skin, the blood, the bone.

IV. CLOTHING: the robe, the raincoat, the gloves, the belt, the slippers.

V. ADJECTIVES: rich, poor, bright, dark.

VI. FOOD AND DRINK: the soup, the dessert, the salt, the pepper, the sugar.

VII. HOME: the sofa, the bed, the lamp, the dresser, the clock, the plate, the glass, the knife, the fork, the spoon.

VIII. TRANSPORTATION: the airplane, the train.

IX. HEALTH: the fever, the cut, the bandage, the medicine.

X. ANIMALS (ZOO): the bear, the elephant, the monkey, the lion, the tiger.

NEW MATERIAL (COMBINING OLD AND NEW SENTENCE STRUCTURES FOR QUESTIONS & RESPONSES):

I. OCCUPATIONS: the policeman, the fireman, the doctor, the lawyer

Who is this man?
He is a policeman.

II. LEISURE ACTIVITIES: games, hobbies, sports.

What is your favorite game?
Soccer is my favorite game.

III. MUSIC AND ART: present to illustrate the culture of the country being studied.

Do you like this painting?
I like it very much.

IV. MEDIA: the radio, the television, the newspaper, the magazines.

Do you want this magazine?
No, I want a newspaper.

V. MONEY: coin and currency of the country being studied.

How much does this cost?
It costs .....

VI. FAMOUS PEOPLE: past and present from the country being studied.

Why is he famous?
He is famous because...

VII. CURRENT EVENTS: noteworthy occasions in the country being studied.

VIII. CUSTOMS: Traditions typifying that specific culture.

IX. MORE ADVERBS AND ADJECTIVES: (optional)

REMEMBER: SUBJECT MATTER SHOULD BE PRESENTED AND RESPONSES REQUIRED IN FULL SENTENCES THROUGHOUT ALL EFL LESSONS.

SECTION II: How To Use The Program Of Studies

This section on how to use your program of studies offers some suggestions to help you in the classroom. Since the Elementary Foreign Language Program emphasizes conversational skills, there is a section on sentence building and drilling sentence patterns. There are guides for lesson planning and planning the year and some ideas on discipline and classroom organization.

There is no simple formula for being a good teacher. It takes knowledge, hard work, enthusiasm, love for your subject and your class, and a steady effort to improve.

PARTS OF A SENTENCE

All nouns are to be taught with appropriate articles, and verbs are to be in the present tense. Basic, simple sentences - subject, verb, and compliment - should be taught as soon as possible.

SENTENCE PARTS

Part of Speech	Definition	Example
Nouns	Person, place, or things	Father
Pronouns	Words that take the place of nouns.	He
Verbs	Action Words	is
Adjectives	Words that describe nouns	red
Adverbs	Words that describe verbs	here
Article	Any of a small set of words that come before nouns	the, a
Preposition	Connecting word showing relationship	on

In addition to varying sentence structures, you will want to make substitutions based on the same structure, using the parts of speech illustrated above. On the following page you will find an example of how to do this. Also remember to vary the following:

masculine and feminine

singular and plural

positive and negative

HOW TO BUILD A SENTENCE--LESSON BY LESSON

The goal of the Elementary Foreign Language program is to have children speaking in sentences as quickly as possible. To build this skill and to reduce confusion, it is best to develop sentences gradually. Use the same sentence over and over again, changing or adding no more than one or two steps each lesson. It may take many weeks to develop the sequence below.

Steps:	Examples:
1. Start simply using a noun with an article. (nouns: pencil, table, chalk) (articles: the, a, an)	1. the pencil the table the chalk
2. Present a very simple sentence pattern.	2. (What is this?) This is the pencil. This is the table.
3. Change one word in the sentence.	3. (Where is the pencil?) Here is the pencil. Here is the table.
4. Add only one new part to the sentence each time.	4. (How many pencils are here?) Here are two pencils.
	5. (What color is the pencil?) The pencil is red. The pencil is blue.
	6. My pencil is red. Your pencil is red.
	7. (Do you have a pencil?) I have a pencil
	8. (Please) give me the pencil. (Please) show me the pencil.
	9. (Who is this?) This is Mother. This is Father.
	10. (Who has the pencil?) Mother has a pencil.
	11. Mother has a dog. Father has a dog.
	12. He has two dogs. She has two dogs.
	13. The dog is under the table. The pencil is on the table.

I

Teach a new sentence pattern using vocabulary the children already know.

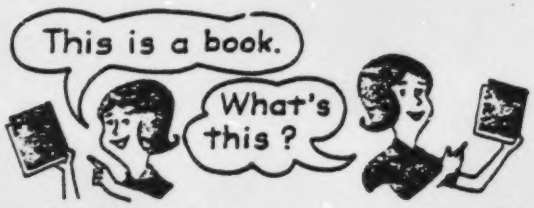
II

Use new vocabulary in familiar sentence patterns.

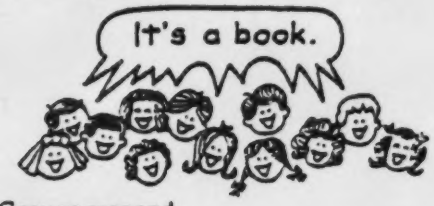
18

Aural-Oral Development Steps

1. Students listen as teacher models pattern or asks for a response.



2. Class responds.



3. Groups respond.

4. Individuals respond.

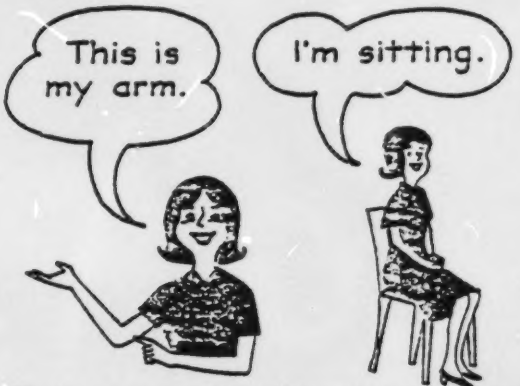
5. Individuals converse with teacher guidance.

6. Individuals converse independently.

Helpful Teaching Procedures

Speak at a normal rate of speed and with proper intonation.

Use gestures and actions to help students understand.



Clarify concepts through the use of real objects, Posters, Display Cards, pictures, puppets, and other visuals.

Encourage individual reactions.

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USING DRILLS

To learn a new language and be able to speak it, the child must hear a sentence many times and practice saying it. Standard drill techniques provide an easy way to offer this opportunity to your students. Many short drills, one or two minutes in length, should be part of every class.

I. Repetition Drill

Method	Example	
A. Introduce a set of hand signals so the students know if they are to repeat all together or in a group, and how many times.		
B. The teacher introduces new vocabulary by pointing to a book or a picture of a book and saying the new phrase two or three times while the class listens.	Teacher	the book the book
C. The whole class repeats the phrase (one to three times)	Whole Class	the book the book
D. As soon as the class understands the word, the teacher uses it in a complete sentence, presenting the model one, two, or three times while the class listens.	Teacher	This is the book. This is the book.
E. The whole class repeats the sentence (one to three times.)	Whole Class	This is the book. This is the book.
F. Each half of the class repeats the sentence one to three times.	Half Class	This is the book. This is the book.
	Half Class	This is the book. This is the book.
G. Individual students are asked to repeat the sentence. (If a child is not successful, the teacher repeats the sentence once more and has the whole class repeat it again. Then the child is asked again.)	One Student	This is the book. This is the book.
	(Teacher (Class (Student	This is the book. This is the book. This is the book.

Note: It is not necessary for every child to have a turn in every drill situation. Restlessness may indicate its time to change activities.

II. Response Drill

The class, group, or individual student answers the teacher's question.

Example A: Teacher shows cards with pictures of classroom objects.

Teacher (showing first picture)	What is this?
Class, group, or individual	This is a book.
Teacher (showing second picture)	What is this?
Class, group, or individual	This is a pencil.
Teacher (showing third picture)	What is this?
Class, group, or individual	This is a table.

Example B:

Teacher (showing first picture)	Is this a book or a pen?
Class:	It is a pen.
Teacher (showing second picture)	Is this a pen or a table?
Class:	It is a table.

III. Substituition Drill

The class, group, or individual child changes only one word in the pattern.

Example: The teacher presents series of colored papers.

Teacher:	What color is the paper?
Class:	The paper is red.
Teacher:	What color is the paper?
Class:	The paper is blue.
Teacher:	What color is the paper?
Class:	The paper is green. (etc.)

IV. Chain Drill

This drill involves several children asking questions and responding in turn. To keep children alert, the teacher may occassionally indicate the next child to participate rather than going down the line.

Teacher to child #1	Hello. How are you?
Child #1 responds	Fine. Thank you.
Child #1 asks Child #2	Hello. How are you?
Child #2 responds	Fine. Thank you.
Child #2 to Child #3	Hello. How are you? etc.

Chain Drill

Substitution Drill

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Guide to Successful Teaching

1. Have a well organized lesson plan with variety in both materials and activites.
2. Learn what can reasonably be expected from the age group; select appropriate materials.
3. Materials and activities should use the senses (sight, sound, touch, taste, smell) as much as possible--we all remember better by experiencing directly.
4. Arrive before the children do, with adequate time to set up.
5. Greet students pleasantly in the target language.
6. Begin the class promptly, providing as much instructional time as possible.
7. Introduce yourself; for two or three classes remind the children of who you are.
8. Learning your students names as quickly as possible shows caring and concern.
9. Give students a general outline of the course and explain what you are going to do at the beginning of each lesson.
10. Give clear directions so students understand what is expected of them.
11. Speak in the target language when possible and avoid translation.
12. Dramatize teaching with accompanying gestures, facial expressions, and voice inflection.
13. Instruct and require responses in complete sentences.
14. Familiarize students with new material by presenting an increasingly difficult sequence:

    1. Teacher presents material and explains it in the target language.
    2. Teacher calls out name of item in the target language; child selects correct item.
    3. Teacher singles out item and asks child to name it in the target language.

    Caution: A great deal of repetition is needed during each step. Do not proceed to a more difficult level until student have mastered the current level.

15. Require correct pronounciation to the extent that each child is capable.
16. Try to give positive reinforcement in some form; encourage children to try.
17. Expect the child to use a phrase or sentence he should have mastered in the target language. Give each student as much help as is necessary to master sentences or phrases.
18. Don't allow children to forget material already covered--repeat, review, & drill.
19. Plan at least one activity for each class which provides physical activity.
20. Plan an activity for no more than ten minutes; the child's attention span is short.

21. Be creative, lively, enthusiastic--it's catching!

22. Be yourself--blend these suggestions into your own personality. Teachers do best when they are comfortable with the environment.

23. Constantly evaluate yourself and your lessons. What worked well? Why? What was not successful? Why? What are my alternatives? Did I accomplish my goals?

Classroom Discipline

Setting the stage:

Discuss expectations at the beginning of the course and clearly define appropriate and acceptable behavior for your class. Start with firm requirements. It is easier to "ease -up" than to "clamp down".

Be calm and friendly though firm; do not let unacceptable behavior pass.

Be fair and consistent; children want structure and boundaries.

Develop an attitude of mutual respect; encourage the attitude "its good to try".

Plan ahead for alternate activities with the same goal; if students become bored or restless, change the activity.

Know the sequence of the lesson; long pauses encourage misbehavior.

Plan transition activities (books, music, worksheets, etc.) if you need time to set up for next portion of lesson.

Don't allow a few children to dominate; keep all children; involved and maintain interest in lesson.

Use unexpected events to teach the language rather than cause disruption of learning.

Don't be stationary in front of the room; move and intermingle with the children.

Project your voice and vary the tone to keep attention focused on the learning activity.

If you must discipline:

A word, a look, a gesture, can curb a momentary indiscretion.

Try to actively involve the problem child in the activity; change his focus.

If a child is determined to disrupt, speak with him privately after class or while the others are involved in an activity.

Try to be positive rather than condemning; determine the reason for misbehavior and talk it out.

If the child continues provocative behavior, set a punishment in keeping with the nature of the offense (deny him class related privileges or participation in games).

Do not make a child the object of scorn and humiliation in front of the class; mete out punishment in private.

In a group disruption, go to where the trouble is; your presence can work wonders.

If there is a conflict between children, try to settle it without blaming one child or the other; focus their attention elsewhere.

For a recurrent discipline problem:

Teacher should call the child's parents for a first-hand account and discussion of the problem; PTA representative may make a follow-up phone call.

When possible, try to get the elementary school principal to help.

You may consult the EFL coordinator for advice.

If all attempts fail, bring a documentation of problems and your actions to date to your Adult Center Principal to consult on possible alternatives.

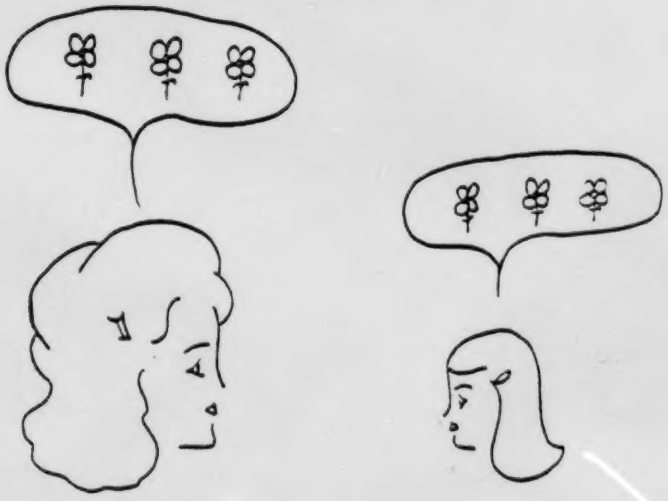
Do not make threats which you do not have the authority to enforce.

PARTS OF A LESSON

Plan ahead

Opening Routine:	Greet children
	Call roll
Review:	Previous material
Introduce:	New material
Include:	High interest material, e.g. game or song
Dismissal Routine:	Say goodbye in target language
	Return room to original state

How did I do?



LESSON ONE - a suggestion

GOALS

To set a positive tone for the course
To introduce yourself and the students
To introduce the countries whose language you are teaching
To introduce "social dialogue." Mastery is not expected in this lesson.

PROCEDURE	NOTES
1. Before class begins... Be on time, preferably early, to be ready for students. Have your lesson prepared and all materials assembled.	1. Know the location of your classroom, supply center, sign-in sheet, restrooms. Learn the fire drill procedure. Determine where the audio visual equipment is kept and the procedure for using it.
2. Introduce yourself. Tell the children about yourself and the course. Explain that you are going to use less and less English.	2. Be enthusiastic and be yourself. Outline ground rules--what you expect from the class and what they can expect from you. Sound classroom procedures help eliminate many discipline problems.
3. Take roll in the target language. Indicate the response you expect... "present, here, hello." (This can change from lesson to lesson).	3. You are responsible for all the children. Keep accurate attendance records. Follow-up on missing children. Do not leave children unanttended as insurance coverage is only valid when you are in the classroom.
4. Have name tags ready or let the children make their own.	4. Comment briefly but favorably on their names or tags--in the new language.
5. Introduce your country or countries where the language is spoken.	5. Use a world map, country maps. (See page 54,56,59,61). Play a record, tell a story, show visuals, or cultural items.
6. Tell the students how people greet each other in this country. Introduce social dialogue. (See POS, page 3.)	6. You may want to use puppets to introduce this. This is also the time to use the first drill (See drill technique, page 15.)
7. If time permits, teach the students a simple greeting song. (See page 69.)	7. Children should be looking up lesson, so avoid handouts during oral portion of lesson.
8. Set up a dismissal routine.	8. Children expect consistency. Be positive. Say good-bye to each child in target language.
9. After the children leave...	9. Leave the room in order. Evaluate yourself. Did you meet the goals you listed above?

LESSON FIFTEEN--a suggestion

GOALS: To review social dialogue, numbers, body parts, and family
To introduce clothing for the first time
To be certain children are correctly pronouncing the unique sounds of the language
To see if children remember previous material

PROCEDURE	NOTES
1. Before class begins have materials in the order you plan to use them.	1. This promotes good transition between sections of the lesson (see helpful hints, page 19.)
2. Greet each child by name as he enters. Ask a simple question and expect an answer (ex: Isn't it a pretty day?)	2. Encourage each child to answer with a complete sentence.
3. Start class with hello. Have class greet you in response.	3. Use a similar routine to begin class so the children will know it's time to settle down and start class. You may or may not require the children to stand for this greeting.
4. Call roll. Tell children you'd like them to respond with "My phone number is..."	4. You must continue to take attendance and follow up on missing children.
5. Introduce 5 articles of clothing. Use paper dolls (grades k-3) or magazine fashions (grades 4-6) (see presentations page 44.)	5. Vary the choice of materials to fit the age of your class if possible.
6. Introduce dialogue for clothing.	6. Use repetition or response drill, pages 15, 16. "What is this? This is a hat."
7. Draw stick family on chalk board.	7. Children need to move. The chalkboard tasks are an opportunity for them to get out of their seats. (See helpful hints #19, page 18.)
8. Pass out worksheet listing 5 articles of clothing. Have class find 3 items in a magazine and label in the target language for the next class.	8. Make sure the children can pronounce the words before they see them in writing.
9. Quickly review body parts, add two new parts, and pronoun "my" to sentence structure.	9. Use Response drill. "What is this? This is my arm." (see page 15.)

10. End with game or song on review material.	10. Allouette (page 66) Simon Says (page 44)
11. Say good-bye and remind class of worksheet.	11. Straighten classroom. Evaluate yourself. Did you meet your goals?
12. Have extra material handy if you have time left over.	12. Play bingo or lotto, or some other favorite game.

LESSON SIXTEEN--a suggestion

GOALS: To review social dialogue and weather (questions and answers)
To review classroom, colors, and family members.
To present clothing for the second time.
To see if children can ask and answer simple questions based on vocabulary they already know.

PROCEDURE	NOTES
1. Before class begins	1. Be early. Have materials organized. Have your lesson plan in mind. Have audio-visual equipment set up.
2. Greet each child. Initiate opening routine. Take roll.	2. You many vary roll today by asking each child a different question in this target language when you call his name and encourage response in a full sentence. EX: Paul, how old are you? Mary, what is the weather like? Mark, what is your favorite color?
3. Show a film today about school in a foreign country or Start with a story about school.	3. Fairfax County Library has a film catalogue or Use a book in English but make up your own story line in the target language using words the children already know. Add humor as needed.
4. Present clothing a second time. Select student to come to front of class and describe clothing.	4. During the year see that each child has a turn for a special activity but do not use every child every day.

5. Have class review clothing vocabulary.	5. Use a repetition or chain drill. "I am wearing a _____." (See pages 15, 16)
6. Let children identify clothing on assigned worksheet from last lesson.	6. "I have a _____."
7. Place clothing pieces on flannel board and have children remove pieces according to your directions.	7. Insist on dialogue but help weaker children have success. EX: Teacher: Please give me a yellow hat. Child: Here is a yellow hat.
8. Review family. Younger children might draw a family picture. Older children may wish to make a family tree. (see page 43)	8. Both groups should answer simple questions about their family. (I have two sisters, etc.)
9. Quickly review a favorite song like Fray Felipe (page 68)	9. Have class practice in rounds. Tape record and play back results.
10. Say good-bye to class. Ask them to know their house number in the target language for next roll call.	10. If possible, try to present some way for the child to reinforce his language between classes.
11. After class...	11. Return audio-visual equipment and straighten room. Evaluate yourself. Did you meet your goals?

HOW ONE TEACHER PLANNED THE YEAR

The plan below developed by EFL teacher, Nancy Nemargut shows how she used last year's Program of Studies for a first year French Class. The class met once each week for an hour. *Notes on the games, songs, and films she used appear at the end of the plan on page 30.

As you develop your year based on the revised Program of Studies, you may decide on a different emphasis or order. Keep in mind to review frequently enough so students can remember and use what you have presented.

CLASS ONE

I. Greetings
   A. Hello, Good-bye
   B. What is your name?
II. Numbers
   A. Introduce 1-10 with flash cards
   B. Number guessing game (note #1)*

CLASS TWO

I. Review
   A. Greetings using tape recorder
   B. Numbers 1-10
II. Numbers
   A. Numbers 11-15 with flash cards
   B. Baseball game (see #2)
III. Colors
   A. Introduce 5 colors
   B. Color guessing game (note #3)
IV. Songs
   A. "Frère Jâcques"
   B. "Bonjour mes amis" (note #4)

CLASS THREE

I. Review
   A. Greetings
   1. Students learn simple dialogues
   2. Tape dialogues
   B. Numbers 1-15, count
   C. Colors
   1. Review colors
   2. Three new colors
   3. Students name colors they're wearing
   4. Color game (note #5)
II. Numbers
   A. Introduce 16-20
   B. Number guessing game

CLASS FOUR

I. Review
   A. Greetings & dialogues
   B. Numbers 1-20
   C. Colors
II. Numbers 21-30
III. Alphabet
   A. Pronunciation
   B. Game (note #6)
IV. Culture (note #7)
   A. First half of film about France, geography, food, industries, etc.
   B. Location of France on world map
   C. Countries where French is spoken
   D. Postcards of France

CLASS FIVE

I. Review
   A. Greeting & Dialogues
   B. Number 1-30
   C. Colors
   D. Alphabet
II. Songs
   A. "Ten Little Indians" (see page 65)
   B. Review other songs
III. Culture (note #7)
   A. French film, part 2
   B. Talk about posters in classroom
   C. Talk about school system in France
IV. Numbers 31-40

CLASS SIX

I. Review
   A. Numbers
   B. Colors
   C. Alphabet
II. Dialogues
   A. How old are you?
   B. How are you feeling?
III. Numbers 40-50
IV. Christmas vocabulary
   A. Merry Christmas Happy New Year, Santa Claus, Christmas tree,
   B. French Christmas traditions explained
   C. French Christmas cards made (note #8)

CLASS SEVEN

I. Review
   A. Dialogues
   B. Numbers
   C. Colors
   D. Songs
   E. Alphabet
II. Songs, listen to French folk songs on record (note #9)
III. Parts of the body
   A. Introduce 5 words
   B. Play "Simon Says" (see page 44)
IV. Culture
   A. Map of France drawn on board
   B. Students draw maps for next lesson

CLASS EIGHT

I. Review
   A. Dialogues, students use tape recorder
   B. Colors
   C. Alphabet
II. Parts of the body
   A. Review words from lesson seven
   B. Introduce 5 more
   C. Play "Simon Says"
   D. Sing "Allouette" (see page 66)
III. Numbers
   A. Review 1-50
   B. Play 7's game (note #10)
   C. Add, subtract in French
   D. Introduce 51-60
IV. Time
   A. Vocabulary: day, night, morning, afternoon, hour, half hour
   B. Paper plate clock used to tell time
V. Culture
   A. Discuss flag
   B. Class makes and displays flags
   C. New posters

CLASS NINE

I. French Map
   A. Discussion
   B. Put student made maps on bulletin board (note 11)
II. Dialogues
   A. Review
   B. Introduce illness; I have a headache, I have a sore throat, etc.
III. Parts of the body
   A. Review all parts
   B. Play "Simon Says"
   C. Sing "Allouette" in round form
IV. Time, using homemade clock
   A. What time is it?
   B. Practice hour and half hour
   C. Game (note #12)
V. Numbers
   A. Review 0-60
   B. Introduce 61-80
   C. Play 7's game
   D. Math in French
   E. Phone numbers
VI. Review colors
VII. Review alphabet
VIII. Play Bingo

CLASS TEN

I. Review dialogues
II. Parts of the body
   A. Review
   B. Add 3 more parts
   C. Sing "Alloutte"

III. Numbers
  A. Review 0-80
  B. 7's game
  C. Bingo
IV. Review time
V. Classroom objects
  A. Introduce 5 objects
  B. Students point out objects

CLASS ELEVEN

I. Review dialogues
II. Time
  A. Review
  B. Add vocabulary: morning, afternoon, midnight, noon, etc.
III. Review colors
IV. Review numbers
V. Classroom objects
  A. Review
  B. Add 3 objects
  C. Dialogue about school "This is a pen."

CLASS TWELVE

I. Dialogues
  A. Review greeting, name, age, health, time, school
  B. Add: What is your phone number? What is your address?
II. Numbers
  A. Review 50-100
  B. Bingo
  C. Introduce first, second, third
III. Parts of body
  A. Simon Says
  B. "Allouette"

CLASS THIRTEEN

I. Introduce Clothing
  A. Students identify magazine pictures on bulletin board
  B. Students say what they're wearing
  C. Students draw a man wearing a red hat, green shirt, blue pants, black shoes, etc.
II. Introduce days of the week
  A. Present days
  B. Sing and tape song (note #13)
III. Review
  A. Time
  B. Classroom objects

CLASS FOURTEEN

I. Dialogues
  A. Review and tape
II. Film: Frère Jâcques, 15 minutes (note 14)
III. Clothing
  A. Review and add vocabulary using pictures
  B. Students describe what they are wearing, white shoes, etc.
  C. Students draw woman with yellow dress, brown shoes, etc.
IV. Days of the week
  A. Today is Monday. Tomorrow is Tuesday.
  B. Sing days of the week song

CLASS FIFTEEN

I. Review clothing
II. Dialogues
  A. Review social and school dialogues
  B. Tape record students speaking in French for several minutes--no English
III. Introduce family
  A. Vocabulary
  B. Do you have a brother? How many brothers do you have?
  C. Students draw family and identify members
  D. Vary baseball game for family vocabulary
IV. Days of the week
  A. Review song
  B. Select student to sing from volunteers
V. Months
  A. Introduce months
  B. Students guess what months holidays occur
VI. Numbers

A. Review first, second, third, etc.
B. Count by 2's from 50-100

VII. Review
A. Alphabet
B. Time

CLASS SIXTEEN

I. Clothing
A. Review using pictures on bulletin board. Prize to student who remembers most items
B. Add 5 more items

II. Days of the week
A. Song, whole class
B. Song, volunteer
C. Introduce vocabulary: day, night, month, year
D. Use in dialogue
E. Team game

III. Months
A. Review
B. Students say what month they were born

IV. Family
A. Review
B. Students make charts of their relatives and answer simple questions, Do you have a sister? What is her name? etc.
C. Add to chart: grandmother, grandfather, aunt, uncle
D. Introduce boy, girl, man, woman and add to dialogue

V. Introduce daily activities
A. Act out or show pictures of actions: stand up, sit down, sleep, eat, walk, run, jump, look, wash
B. Students respond to commands

CLASS SEVENTEEN

I. Clothing
A. Review
B. Add new items

II. Dialogues
A. Greeting and health
B. Name and age
C. Month and day
D. Family
E. School

III. Dates
A. Say today's date
B. Students give birthdate
C. Holiday dates
D. Turn English date into French

IV. Daily Activities
A. Review
B. Students do activities
C. Add: read, study, write

CLASS EIGHTEEN

This class was a review of the whole year. Topics included clothing, dialogues, parts of the body, relative, days of the week, months, dates, songs, daily activities, numbers, discussion of films shown, games.

CLASS NINETEEN

I. Foods
A. Introduce foods with pictures on bulletin board
B. Remove some pictures and students guess what is missing

II. Daily Activities
A. Review and act out commands
B. Add: carry, speak, climb, brush your teeth

III. Show my slides of France
A. Topics include meals
B. Sports
C. Family life, pictures of French family I lived with while studying in France
D. History, monuments, towns, historic chateaux

CLASS TWENTY

I. French food sampled
A. Served slices of quiche lorraine which I prepared
B. Discussed other favorite dishes in France

II. Slides
   A. Continued slide presentation--mainly of historic places
   B. Discussed major historical political figures: King Louis XIV, King Louis XVI, Napolean, Marie Antoinette

III. Foods
   A. Review pictures on bulletin board
   B. Add: more foods

IV. Daily Activities
   A. Review
   B. Add: smell, breathe, do you want...do you need..

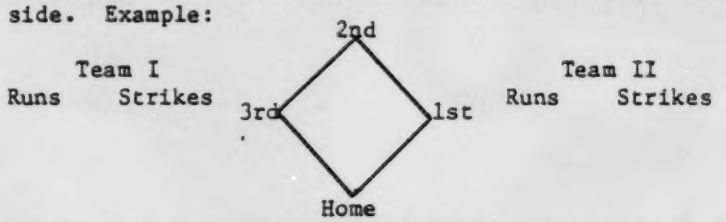
V. Review all dialogues informally and randomly

VI. Say good-bye to the class

NOTES

#1 CLASS ONE: Number Guessing Game. Student picks a number from flash cards (1-10) while class has eyes closed. When the children open their eyes, the student calls on a volunteer to guess the number. If the volunteer guesses correctly, he is the next one to pick a number. (The number is always held behind the student's back.)

#2 CLASS TWO: Number Baseball Game. Two teams. Draw a diagram of a baseball field on the board and add columns for strikes and runs on either side. Example:



A. Using flash cards, ask the first student on Team I to say a chosen number in French. If answered correctly, mark an X on first base. If answered incorrectly, mark 1 under strikes.
B. Question each student on the team in tern. If the student answers correctly, mark X on the next base. If the answer is incorrect, mark a strike.
C. Four correct answers create a run and leaves the bases loaded. Mark 1 under Runs.
D. Any correct answer after bases are loaded adds another run.
E. Three incorrect answers is a strikeout and ends turn. The next team is then at bat and starts with no one on base. All runs are carried over from the last time at bat.
F. This game can be played on any topic and to any score. A goal of ten runs usually works best. My class loved this game and I found it to be a very successful teaching aid as far as memorization is concerned.

#3 CLASS TWO: Colors Guessing Game. Same as numbers guessing game in Class One but small squares of colored paper are used instead of flash cards.

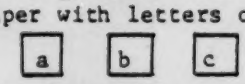
#4 CLASS TWO: Song. Bonjour mes amies

Bonjour mes amies, bonjour
Bonjour mes amies, bonjour
Bonjour mes amies
Bonjour mes amies
Bonjour mes amies
Bonjour
Bonjour

(May substitute Bonsoir or Au Revoir.)

#5 CLASS THREE: Colors Game. Teacher places squares of colored paper on board. Remove one square. Students guess what color is missing. Student that guesses correctly becomes new "teacher."

#6 CLASS FOUR: Alphabet Guessing Game. Same as number game in Class One, but using squares of paper with letters on them.

Example: 

#7 CLASS FOUR AND CLASS FIVE: Maps, filmstrips, postcards, and posters. The school librarian and classroom teacher were helpful sources for these items. An envelope containing many pictures of regions in France was found in the school library.

#8 CLASS SIX: French Christmas cards. Children make cards for their parents using construction paper, crayons, scissors and vocabulary written on the board.

#9 CLASS SEVEN: French folk songs. Choose a few songs from a record (also in school library) and let class listen. Explain what the songs are about.

#10 CLASS EIGHT: Sevens Game. Students count in turn. Anyone saying a number containing a 7 must sit down. The winner is the last student standing.

#11 CLASS NINE: Bulletin Board. I used a bulletin board to display samples of the student's work, a French map, postcards, and posters. I also used it to show magazine pictures covering various units of study (clothing, foods, animals, etc.) so that students could refer to them during lessons.

#12 CLASS TWELVE: Using a homemade clock, pick a time. The student guessing the correct time in French becomes the next leader.

#13 CLASS THIRTEEN: Song. Quels sont les jours de la semaine?

Quels sont les jours de la semaine?
Quels sont les jours de la semaine?
Lundi, mardi, mercredi, jeudi,
Vendredi, samedi, puis dimanche.

#14 CLASS FOURTEEN: Film. Frere Jacques. This film from the school library is in French. You may need to explain the story.

#15 CLASS SEVENTEEN: Film. The French Way. This film from the Fairfax County Public Library film catalogue is in English and gives and idea of what life is like in France.

HOW TO PLAN A YEAR LESSON BY LESSON

To make sure you cover all the topics listed in the Program of studies and review them frequently it may be helpful to make a chart of the year as you go along.

Start by placing all the topics (including sentences) you are teaching in the first column. Then make columns across the page for each class:

TOPICS	CLASS NUMBER					
	1	2	3	4	5	6...(etc)
Social Dialogue	Introduce	Introduce	Introduce Expand	Expand	Expand	Review
Culture	Introduce	Introduce				Introduce
Numbers	Introduce	Introduce Expand		Introduce Expand	Review	
Colors		Introduce	Introduce	Introduce Expand		Review
Weather			Introduce	Introduce	Introduce	
Class				Introduce	Introduce	Introduce
Family					Introduce	Introduce

In the appropriate column mark:

Introduce - If you present the topic for the first, second, or third time. This material is considered new. Of course you will vary the ways you present it.

Expand - If you expand the material by adding one or two new vocabulary words or making a slight change in the sentence pattern.

Review - If you are reviewing with a dialogue, game, song, etc.

As you can see in the example, each topic will be covered many times over the year. To know what topics are being covered in a particular class, read <u>down</u> the class column. In the sample above, lesson 5 shows the teacher:

1. Reviewing and expanding social dialogue
2. Reviewing numbers
3. Mentioning a weather idea for the third time
4. Presenting classroom objects a second time
5. Introducing family member for the first time

Naturally the teacher must also remain flexible to respond to class needs.

RESOURCES AND MATERIALS

General Elementary Foreign Language Resource Works:

Anderson, Theodore. Annotated Bibliography of Integrated FLES Teaching Materials. Indiana Language Program: Bloomington, 1969
FLES: Struggle Against Mediocrity. Heath, 1970
Foreign Languages in the Elementary School, Austin, Texas: University of Texas Press, 1969

Donoghue, Mildred R. Foreign Languages and the Elementary School Child, Dubuque, Iowa: William C. Brown Co., Publishers, 1968
Second Languages in Primary Education. Newbury House Publishers. Rowley, Massachusetts, 1979

Erikson, Marguerite. Foreign Languages in the Elementary School. Prentice-Hall, Inc. 1964.

Finocchiaro, Mary, Ph.D., Teaching Children Foreign Languages, New York: McGraw-Hill Book Company, 1964

Lee, W.R. Language Teaching Games and Contests. Oxford University Press 200 Madison Avenue, New York, 10016.

"Modern Language Journal" (Excellent source of FLES articles)

Published Materials:

The following are some sources of materials and supplies for EFL Programs. Such items include workbooks, teacher guide books, games, songbooks, records, tapes, etc. Those which are known to provide resources for French, Spanish, and German are designated as such by the letters F, S, G. Many send free catalogues or brochures. You may want to send a letter outlining your needs to one or more of the companies and ask for free information in order to know what to order for your own program.

American Council on the Teaching of Foreign Languages (ACTFL)
Materials Center
2 Park Avenue
New York, New York 10016

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 N. Kent Street
Arlington, Va. 22209
(publishes a free newsletter quarterly)

Eye-Gate Media (F, S, G)
146-01 Archer Avenue
Jamaica, New York 11435

Wible Language Institute (F, S, G)
24 South Eighth Street
Allentown, Pennsylvania 18105

The Gassler Company (F, S, G)
900 Broadway
New York, New York 10003

Goldsmith's Music Shop (F, S, G)
Language Department
301 East Shore Road
Great Neck, L.I. New York 10023

The National Textbook Company (F, S, G)
8259 Niles Center Road
Skokie, Illinois 60076
Hot Line: 800-323-4900

The Thrift Press (F, S, G)
P.O. Box 85
Ithaca, New York 14850

Webster-McGraw Hill Book Co. (F, S)
1221 Avenue of the Americas
New York, New York 10021
Local Contact: Richard Northrop 667-8187

Local Suppliers of Resource Materials:

Alladin's International Bookstore
1327 Sunshine Square
Rockville Pike
Rockville, Md 20852

Institute of Modern Languages, Inc.
2622 Pittman Drive
Silver Spring, MD 20910

International Learning Systems, Inc.
1715 Connecticut Ave. N.W.
Washington, D.C. 20009

Organization of American States
17th Street and Constitution Ave. N.W.
Washington, D.C. 20006

Local: Guide to Washington D.C. for Foreign Language
Teachers and Students

c/o Helen Warriner
Supervisor of Foreign Languages
Virginia Department of Education
P. O. Box 6Q
Richmond, VA 23216

PUBLISHED MATERIALS: FRENCH

Materials in General Listing Plus:

The French Embassy: Cultural Services
4400 Jennifer Street
Chevy Chase, Maryland

French Embassy Tourist Office
610 Fifth Avenue
New York, New York 10021

Publications of the Modern Language Assn. of America
62 Fifth Avenue
New York, New York 10011

Fairfax County Public Schools: Elementary Filmstrips
22364 French Family Brunel, The
22033 Frere Jacques
22064 Petite Chaperon Rouge, Le
22034 Petite Poule Rouge, La
22035 Trois Ours, Les

Fairfax County Public Library: Films

France
Le Capitaine H
The French Way
Introducing France
Journey in France
Journey to France
Journey to Provence
The Spell of Brittany
The Bread of Paris
Anatole
Anatole and the Piano
The Chicken

French Language
All Boys Are CAlled Patrick
Happy Anniversary
P'Tit Jean S'En Va Aux Chantiers
France With a French Accent

Also, films on other French - speaking areas. Names of these films are available in library film catalogue. These films can only be borrowed by individuals--not through the EFL Program.

Globe Book Company
175 Fifth Avenue
New York, New York
a. Project Map of France
b. French Idiom Anagrams by C. Moffett

American Association of Teachers of French
57 East Armory
Champaign, Illinois 61820 for "French Review" and National Information Bureau of AATF

"The Modern Language Journal", Wallace G. Klein
13149 Cannes Drive
St. Louis, Mo. 63141

"Foreign Language Annals", ACTFL,
62 Fifth Avenue
New York, New York 10011

Hachette
11-03 46th Avenue
Long Island City, New York

Heinle and Heinle
29 Lexington Road
Concord, Mass.01742

PUBLISHED MATERIALS: GERMAN

Materials in General Listing Plus:

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
a. Das Rad - beginning
b. Schuss - intermediate
c. Der Roller - advanced

German Embassy of the Federal Republic
4645 Reservior Road, N.W.
Washington, D.C.
331-3000

German Language Publications
560 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

German Language Publications
175 Varik
New York, New York 10014

German American Chamber of Commerce
1 Farragut Square, N.W.
Washington, D.C.
347-0247

The German Democratic Republic Chancery
1717 Massachusetts Avenue, N.W.
Washington, D.C.
232-3134

Fairfax County Public Library: Films

Germany	German Language
German Farm Town	Bauervolk in Den Bergen
Germany Today	
Farmer of Austria	
Bargemen of the Rhine	
The Rhine	

American Association of Teachers of German
339 Walnut Street
Philadelphia, Pennsylvania 19106

Professional Journals

"The Modern Language Journal" 13149 Cannes Drive, St. Louis, Missouri 63141

"The Foreign Language Annals" 62 Fifth Avenue, New York, New York 10011

The Publications of the Modern Language Association of America 62 Fifth Avenue, New York, New York 10011

"German Review" Columbia University Press, 562 W 113th Street, New York, New York 10025

"Unterrichtspraxis", 339 Walnut Street, Philadelphia, Pennsylvania 19106

Adlers Foreign 3 K's (Los)
162 5th Avenue
New York, New York 10010

Austrian Embassy
2343 Massachusetts Avenue,
Washington, D.C.

German National Tourists Office
630 Fifth Avenue
New York, New York 10020

Federal Republic of Germany
46 Park Avenue
New York, New York 10016

Goethe House
1014 Fifth Avenue
New York, New York 10028

PUBLISHED MATERIALS: SPANISH

Materials in General Listing Plus:

OAS--Pan American Union (Catalogue free from Publications and Distribution Division)
Washington, D.C.
331-1010 Ext. 8877

The Embassy of Spain
Washington, D.C. 265-0190
a. Spanish Information Office 347-6777 (Loans 96 Spanish films free; brochure available)
b. Spanish Cultural Office 966-1077

Spanish Tourist Information Office
14th and F Streets, National Press Building
Washington, D.C.

Spanish Cuildren's Library
4954 MacArthur Boulevard
Washington, D.C. 337-4975

Economy Company
1901 North Walnut
Oklahoma City, Oklahoma 73125

Fairfax County Public Library Films

Spain
Spain - Castles and Fiestas
Land of Tradition and Promise
To Catch a Dream
Village of Spain

Spanish Language
Melodia--Español
Un Pueblo De España
Que Es La Navidad

Also, several films on individual Latin American countries. Names of these films are available in library film catalogue. These films can only be borrowed by individuals--not through the EFL program.

Dr. Vernon Hammond (Little Golden Books, periodicals, comics, tapes)
211 S. Main
McAllen, Texas 78501

Bilingual Educational Services, Inc.
1603 Hope Street
South Pasadena, California 91030

Professional Journals:

"Hispania", Holy Cross College, Worcester, Massachusetts 01610
"The Modern Language Journal", 13149 Cannes Drive, St. Louis, Mo. 63141
"Foreign Language Annals", 62 Fifth Avenue, New York, NY 10011

The Publications of the Modern Language Association of America, 62 Fifth Avenue, New York, NY 10011

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
a. Que Tal? First year
b. El Sol Second year
c. Hoy Día Third year

THE FOLLOWING RESOURCES HAVE FREQUENTLY BEEN USED BY EFL AND SIGN TEACHERS

LANGUAGE	TITLE	COMPANY	DISTRIBUTED FOR:
ALL	The Vocabulary Builder	National Textbook	
FRENCH	Bonjour Line	Heinle & Heinle	Didier
	Frère Jâcques	Hachette	
	J'Ecris Tu Ecris	National Textbook	
	Lets Speak French	McGraw-Hill	
GERMAN	Auf Deutsch Bitte	Adler's	Heuber
	Deutsch fur Dich	Adler's	Heuber
	Kinder Lernen Deutsch	Adler's	Heuber
SPANISH	Como Estas Manual	Economy Co.	
	Hablan Los Ninos	National Textbook	
	Lets Speak Spanish	McGraw-Hill	
SIGN	The Joy of Signing	I Love You Gift Shop	

GENERAL SOURCES OF SIGN MATERIALS

Gallaudet College
Washington, D.C. 22002

I Love You Gift Company
822 N. Fairfax Street
Alexandria, VA 22314

Reading lists related to deafness are available for children and parents. There is also a listing of periodicals. Please contact your PTA liaison or area coordinator for these materials.

SECTION III: GAMES - ACTIVITIES - PTA PROGRAM

The following pages contain suggestions for games and activities which may be used in your classroom depending on the topic of study and the needs of your students. Many additional language study "gimmicks" are available from various sources, but you may be most successful with ideas you personally develop or students suggest. Naturally, it is desirable to share ideas with other teachers.

Often students, parents or other local sources can assist in locating aids for language instruction.

SOME PROPS

Dolls

Costumes

Puppets

Doll House Furniture

Matchbox Cars

Crayons

Records

Chalk

Bingo Set

Lotto

Magazine pictures

Flash Cards

Construction Paper

Numbers - suggested activities

Draw on Blackboard - Draw numerals on the blackboard and have students repeat them three times as you identify them. Present about 5 numbers at one time and review already learned numbers as you present the next ones. Some students confuse 2 and 12, 3 and 13 etc. so you may want to write the numbers thus to emphasize the different sounds:

1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

Ball Game - Seat the students on the floor in a circle and pass a large ball from one to the next saying the numbers 1-5 or whatever numbers you are teaching. Keep using the same new numbers until all the children are saying them. Then ask that just the students who has passed the ball say the number. Pass the ball from one child to the next child around the circle at first, then randomly.

Math problems - Write simple addition and subtraction problems on the board or on flash cards for the students to solve.

Bravo - Good for review. Have students count off by rows and substitute the word "Bravo" for multiples of 5 for example. Any number can be used as the multiple for a given game.

Tic Tac Toe - Draw a large on the blackboard or on newsprint taped to the wall.
Divide the students into two teams and give the teams names. List all the numbers you want to review on the board. Point to each number at random and give each team a turn to answer. A correct answer gives the team the privilege of placing an x or an o in a spot on the board. Which ever team gets three in a row first is the winner.

Bingo - Use store bought bingo cards or make up your own cards for the students. Give each student a small supply of chips or tiddly winks to mark his card. In order to win, the student must complete a row of numbers as you call out the numbers at random, and he must be able to recite the numbers he has marked.

Jumping Jacks - Have students stand and do Jumping Jacks and other calesthentics while the entire class counts in the target language. To practice higher numbers start counting with 50, 100, etc.

Telephone numbers - Ask students to tell the class their telephone numbers in the target language. Next, have each child ask the student next to him what his phone number is in the target language and listen to the response. The second child can then write the number down on a piece of paper to check comprehension. The second student may then recite his own number to the third student and so on around the class. (A chain drill).

Colors - Suggested Activities

Balloons/Construction Paper - Use colored balloons or construction paper. Present 3 colors at once; more than 3 will be too much to learn well at one time. Show the students each balloon or piece of paper and say the name of the color three times. Have the students repeat the word at least three times after you. Drill the students on the three presented by showing the balloon or paper and asking for the name of the color. If the student hesitates, give a limited choice of two words to use so he has a chance to hear the words again. Ex. "What color is this balloon? Is it blue or red?" Encourage the students to come forward and hold the balloons.

Collection of Objects - Gather 3 objects of one color, then three of a second color, then 3 of a third color. Identify the objects (This is red). Have class repeat after you. Mix the objects on a tray or table, then re-identify them. Have the students identify them by color.

Twister - Good for review. This game can be purchased at area toy stores and comes with directions which can be translated into the target language.

M & M's - A special treat. Each child is allowed to select a colored candy from the dish if he can name the right color.

Animal Stencils - Make a very simple cut-out stencil from a 9x11 size piece of cardboard. The picture may be of an animal or a simple shape. Use a piece of colored construction paper behind the stencil to change the color of the picture. In order to emphasize masculine and feminine forms use two different animals, ex: El elefante and La Tortuga in Spanish.

I See Something Red - Pick out an item in the classroom that is red and don't tell the students what it is. In the target language, say: "I see something red." Can you tell me what it is?" Have the students guess what it is by asking questions in complete sentences. The winner then picks out an item of another color and the class has to guess what it is.

Family - Suggested Activites

Magazine Pictures - Introduce family members with pictures of mother, father, daughter(s), and son(s) cut out of magazines. For use with a felt board, apply felt to back of cut-outs. Group pictures on the board saying "This is mother" etc. as you place each one. Let the students pick up a picture and ask Who is this?" Then let another student answer by saying "This is father."

Family Photograph - Ask each student to bring a photograph of his family to class. Ask the child to tell you who the members of his family are.

Family Drawing - Give each student a piece of paper and some pencils or crayons. Ask each one to draw a family picture and label each figure.

Puppets - Bring puppets (or dolls) of a mother, father and children; use whatever you have handy. Make up a short dialogue about the family members introducing themselves to the class and saying hello to each other. For more advanced classes use more advanced dialogue. (Be creative.) Let the students make up an impromptu skit.

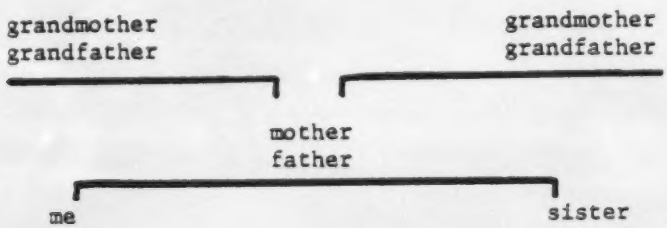
Family cut-outs - Make large picture cut-outs of a boy and a girl, a house, family members, and pets.

Step I: Use pictures and a background (blackboard) to act out dialogue as you say family members names and put them in the house. Have class repeat sentences after you:

- My family is large.
- I live with my parents and my sister and my brother.
- I live in a house.
- I have a dog whose name is José.

Step II: Ask a student to describe his family using the cut-outs.

Family Tree - Ask students to make a simple family tree. Use words in the target language for mother, grandfather, etc. These can be artistic like a real tree with names on branches or chart - use illustrations.



Interviews - Assign children an interview with parents, brothers, or sisters. Then they report the results to the class. They should ask at least four questions.

Body Parts and Clothing - Suggested Activites

A Puppet - Use a puppet that has large human features on its head. (Some puppets may be checked out of the Public Library on an individual basis). Introduce 3-4 features the first time (head, eyes, nose, mouth). Point out the features and have the students repeat 3 times after you. Then ask the students short questions about the features. If a student hesitates in answering, give him a limited choice or clue so he will not be discouraged (ex: Is this the nose or the mouth?). A short dialogue with the puppet would then be fun if feasible. Let the students manipulate the puppet.

A Doll - Use a doll in a manner similar to the puppet described above. Point out about 3-4 features (arms, legs, body) in one lesson. Barbie Dolls or dolls from the countries where the target language is spoken are useful.

Simon Says - Equipment: No equipment is necessary. However it may be helpful in lower levels where the number of commands and the amount of vocabulary known by students is limited, to have each student have on his desk a pencil, pen, book, notebook, etc.

Rules: The teacher or a selected student is to give commands, himself following each as he calls it. The rest of the students in the class are to follow the command or directions given if prefaced by, "Simon says..." When a student fails to follow the rules of the game, he is "out" until a new Simon (leader) is selected. The new Simon is that student who is the last to remain in a given round.

Comments: Commands should be given as rapidly as possible, allowing for a reasonable amount of time for them to be carried out in order to make the game fun and worthwhile for the students. May be used in Levels I-III the commands given becoming more difficult as the students' knowledge of the language increases.

Flannel Board - Use a flannel board and cut-outs made out of felt material and backed with small pieces of sandpaper. Cut-outs of clothing can be put on top of cut-outs of people to illustrate a short dialogue. Let the students come to the flannel board and dress the figures as they describe the items.

Dress Up - Use oversized clothing and let several students put items on. If you have enough things for several to do this at once they will enjoy it more. Have your "Beautiful Ladies and Handsome Gentlemen" describe themselves to you and the rest of the class.

Drawing Funny Pictures - Ask the students to draw a person according to your directions. Describe an outlandish figure with 3 eyes, four legs, six arms, wearing a blue sweater and red pants and yellow shoes, for example. Give the directions slowly to allow time to draw. Have the students compare their drawings. Next time, ask a student to give the directions.

Food - Suggested Activites

Flash Cards - Use flash cards with pictures of food to be introduced,(three items at a time). Name the items and have the students repeat at least three times after you. Ask the entire class to tell you what each item is. When you have gone through the cards several times successfully with the class, ask each student to tell you the names of one or two items. If a student hesitates, give him a limited choice by saying, "Is it bread or milk?", and cue him as well as you can to give the correct answer. Avoid setting up the student to give the wrong answer. Your students should be successful, so provide as much assistance as needed at this stage of learning.

Have a snack - Bring a paper plate and a napkin for each student. Serve cookies to the students, talking about the three items as you serve. For a second cookie, ask one student to serve another student this way: (A Chain Drill).

1st: Would you like to have a cookie?

2nd: Yes, I would like to have a cookie, thank you.
Would you like to have a cookie? (to third student)

3rd: Yes, I would like to have a cookie. Thank you, etc....

Variation:

Bring a drink (or water) and paper cups and go through a similar dialogue. Introduce no more than three or four items at once and bring only two or three paper products per student in one lesson or you may find the students will be too distracted by them.

I Go Shopping and Buy... Draw a large shopping bag on the blackboard or on newsprint. Ask the students to name items to go into the bag. After a student gives a new item, ask him to repeat all the items that are already in the bag.

Empty Cartons - Bring empty cartons and set up a kitchen, store or restaurant in the classroom. Use only a few items since you will be teaching them only a limited number of basic food items at this stage. Have students ask for items they would like to eat or buy.

Describe a Meal - Ask students to describe foods they had for breakfast or lunch and indicate preferred items.

Let's Make Fruit Salad - Select 4-5 fruits to introduce to your class. Before class, cut out 2-3 different magazine pictures of each fruit. In class, draw a large circle (or bowl) on the blackboard or newsprint. Ask each student to select a picture, name it, and use it in a simple sentence (ex: I like apples; I like salad with apples). Then ask the student to tape the picture to the bowl.

The following page contains a reproduction from the Vocabulary Builder, a book of ditto masters on many topics from National Textbook Company.

1979 Printing

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8259 Niles Center Rd., Skokie, Ill. 60076
All rights reserved, including those to
reproduce this book or parts thereof in any form
Manufactured in the United States of America.

90MZ987654

3. Food—B

CALENDAR - Suggested Activities

Weather Chart - Make a weather chart from a large paper plate. Divide the plate into four sections with a black marker thus:

In the target language label each section: It is sunny. It is cloudy. It is raining. It is snowing. Draw a simple appropriate picture for each of the four sections. Attach an arrow to the center of the plate that can be made to point to one section at a time. Tell the students what the weather is and point the arrow to the appropriate section of the plate. Let the students work the weather chart as soon as they are able to say the phrases.

Calendar Routine - Establish a calendar routine to use for each class meeting. Place the date in numerals on a 5x7 card [5] and show the class a calendar for the current month (Use a calendar starting with Monday). Say the current date and have the students repeat at least 3 times. As you say the month point to the calendar. As you say the date point to the 5x7 card. You may want to teach the days of the week also - in European fashion starting with your thumb for Monday and continuing with your fingers.

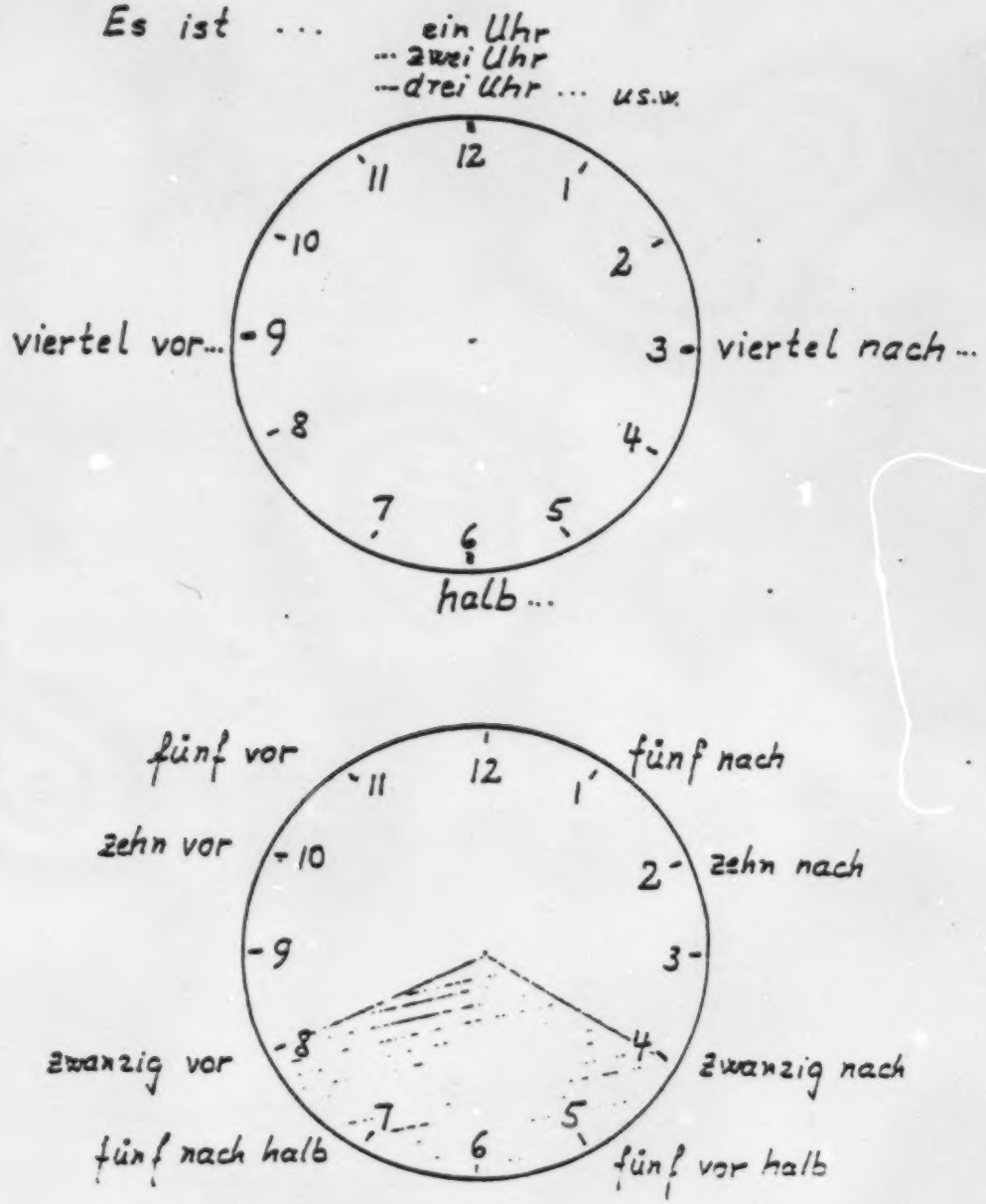
Days of the Week for Review - Assign a day of the week to each child in the class. For the next few weeks when you take attendance, ask the students to answer with their day of the week.

Calendar Bingo - Using the names of the months of the year, make up bingo cards with 9 squares each (or have students make their own by copying words from the blackboard onto blank cards). Call out the words for the months at random from small cards. When a student has three in a row he is declared the winner.

- Variation:

  Add names of seasons or days of the week. Require student to complete the entire card in order to win.

GERMAN CLOCK



Contributed by Ursel Coran

More Games and Activities

1. Command Response Game - pantomime commands given by leader.

2. Nursery rhymes or short poems.

3. Nursery rhymes or short poems.

4. Sharing souvenirs.

5. Fishing - Place several pictures with paper clips face down on the floor. Provide the child with a "fishing pole" with a magnet on the end of the line. Let the student go fishing and identify his "catch" in the target language.

6. Pack a Suitcase. Each student names an item of clothing to take on the trip.

7. Have A Good Trip - Buen Viaje - A board game like Chutes and Ladders. (It can be done on over-head or chalk board.) There are two teams and the team that reaches the end of the road wins. Teams advance by answering questions of 1,2, or 3 points. They advance one box for each point. One point question may be alphabet and numbers, two points for vocabulary, and three points for questions.

8. Lotto - use store bought cards or make your own cards on any subject.

9. Tray of objects - Students and teacher identify objects on tray, remove tray and see how many objects students can identify.

10. Hangman

11. Missing Nouns - Blackboard and chalk, and pencil and paper for each player. The teacher, or player chosen by lot, writes a story on the blackboard, leaving out all the nouns, leaving empty spaces in their place, and marking each space with a number.

    Example: 1 went to the 2 in order to find a 3 When he came to 4 , he went into the 5 and spoke to a 6 .....and so on.

    Each child either draws a picture or writes down a noun. He numbers it according to the space into which it is supposed to fit. At the end of the agreed-to time period, each player reads the whole story or sentence, including the nouns he has drawn or written, each placed into its proper space.

ARTWORK

SKITS

POSTERS

HAVE YOU THOUGHT OF PRESENTING A SHORT PROGRAM FOR YOUR PTA?

COSTUMES

FASHION SHOW

SONGS

INTERVIEW SOMEONE WITH AN INTERPRETER

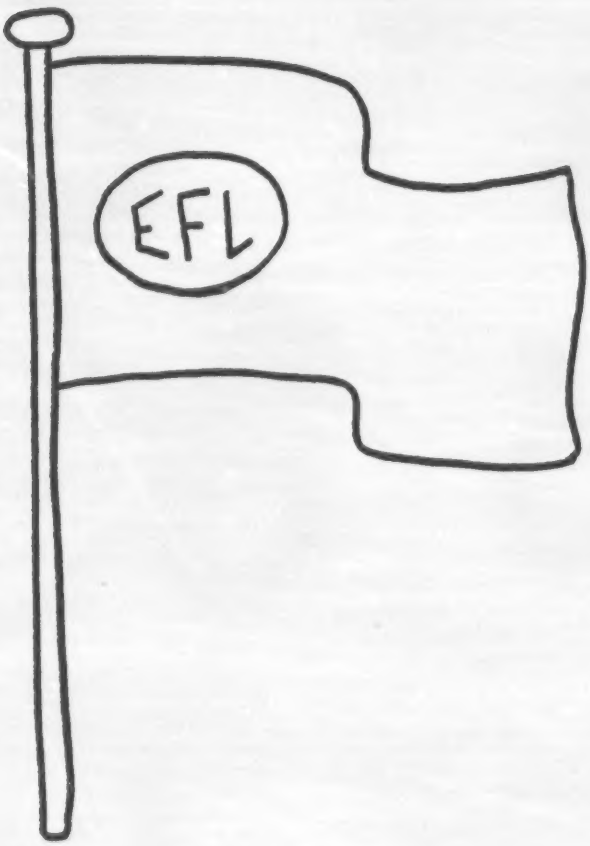
DIALOGUES

DANCES

CHORAL SPEAKING

GAME DEMONSTRATIONS

SECTION IV: CULTURE



Section IV - Culture

In teaching children about people in other countries it is often useful to employ maps and share information about holidays and festivals. This section has a number of holidays, festivals and maps included, but is not complete. You should emphasize to students that customs are continually changing and that many traditions are long standing.

It is often better to include segments of cultural information in each lesson, although you may wish to devote an entire lesson to cultural activities for special occasions.

HOLIDAYS AND FESTIVALS

French Speaking Countries

La Sainte-Catherine - November 25. Each girl who reached twenty-five years of age during the year and was still unmarried used to receive a lace cap. Coiffer Sainte-Catherine means to become an old maid. In Paris, working girls of all ages take the day off and the afternoon are given a goûter in their shops.

La Saint-Nicolas - December 6. This fête is especially celebrated in the north and east of France. Saint Nicolas is the patron saint of school boys. On this day Saint Nicholas distributes presents to good children and verges (sticks) to bad ones, if any are found. Theuriet's story, La Saint-Nicolas, is famous.

Noel - December 25. The family often makes a crèche or manger containing a wax doll surrounded by figures representing Mary, Joseph, and the animals. It may be lighted with tri-colored candles to represent the Trinity. Midnight mass is attended by the entire family. The meal afterward is called the réveillon. Children put out wooden shoes, not stockings, for gifts. The presents are brought by pere Noël, or le petit Noël. In Alsace an old man represents pere Noël, accompanied by Trapp, a clown who carries sticks to frighten the children. In Provence there is a Yule log which must be a fruit-bearing tree as the olive, almond, or pear. Christmas candy may be in the form of a chocolate bûche de Noël decorated to represent a log. Provencal legend says the goose is the favorite bird for Christmas because the goose greeted the Three Wise Men as they approached the stable. In Southern France puppet shows telling the Christmas story are found. There are also processions showing the Virgin and the angels and often accompanying music and banners. In Provence figures for the crèche are called santons. The Thrift Press, Box 85, Ithaca, New York, sells a book of French carols.

Le Jour de l'An - January 1. This is a day to visit one's friends and to greet them with this formula (or with variations of it): "Je vous souhaite une bonne année (et le paradis à la fin de vos jours)." Gifts, usually in the form of money, called les étrennes (from the Roman goddess, Strenna) are given on this day to servants, the concierge, and other dependents. The family table should have a bouquet of mistletoe to bring luck throughout the year. The mistletoe, used on New Year's Day, was the sacred plant of the Druids. In pagan times it was gathered with golden sickles in a white cloth from oak trees by Druids or Celtic priests and was used as a garnishment for sacrifices. In Provence, the New Year's dinner includes poultry stuffed with chicken livers and sausage. Also, there may be served twelve roasted partridges, garnished with thirty eggs and thirty truffles representing the months of the year and the days and nights of the month.

Epiphanie - January 6 - Le Jour des Rois (Three Wise Men). The poor receive gifts on this day. In Alsace, children go from door to door, begging eggs, bacon, and cakes. They wear long white robes and gilt paper diadems. The leader has a stick with a lighted cardboard star. In Brittany a beggar leads a horse through the streets. The horse is decorated with mistletoe, laurel, and ribbons. From the saddle hang baskets to receive gifts. A pageant may show the Three Wise Men: Melchior, king of Nubia, bearing gold; Balthazar, king of Chaldea, bearing incense; Gaspar, king of Ethiopia, bearing myrrh. The family makes a cake, la galette des Rois, with a hidden bean or tiny doll. The woman receiving the piece of cake containing the token is queen for the evening and must choose a king. If a man receives the token, he chooses the queen. When they drink, the guests shout: "Le roi boit!".

To obtain copies of this map, contact your PTA Liaison or Area Coordinator.

La Chandeleur, fête des chandelles - February 2. This festival is in honor of the Virgin Mary. Candles blessed by the priest on this day are used throughout the year to ward off evil. Crêpes (pancakes) should be served at the fête.

Mardi-Gras (Fat-Tuesday). - This is the last day of the Carnival; the three day festival preceding Lent. The origin of this period of revelry goes back to the Roman Bacchanales. There are parades and floats in the street, especially at Nice, where there is the Battle of the Flowers. In the parade is the ox, bedecked with ribbons, ready to be killed on Easter Eve. Also in the procession is his majesty, Carnival, a mannequin to be burned on Ash Wednesday.

Le Poisson d' avril - April 1 - The sun at this time is just to the left of the zodical sign of the Fish. Candy fish of chocolate are given as presents; and postcards, often unsigned, sent at this time, have pictures of fish. Tricks of various kinds are common.

Paques - Easter. Cards are often sent to friends, and gifts such as candy eggs are given. An omelet is served on Easter morning. Reposoirs (street-altars) are built in public squares or before the homes of the wealthy.

May 1 - The month of May is sacred to the Virgin. Lily-of-the-valley (muguet) is the flower for May Day. Sometimes a reine de mai or reine de muget is chosen. Bouquets are offered by lovers to ladies on May Day eve.

Fete de Jeanne d' Arc - Sunday after May 8 - This is the anniversary of the deliverance of Orleans. Stories of Joan's life may be studied at this period.

La Saint-Jean - June 24- The origin of this festival goes back to the time of the Druids, who lighted fires on June 24 in honor of the sun god. Now, after an official dinner at the Hotel de Ville for notables, the town's population gathers around the fire where there is music. Firecrackers and Roman candles enliven the fires. Often the fires are lighted by a priest. Each citizen brings wood unless it is furnished by the town. A dance is held around the fire and, when only the embers remain, couples may join hands and leap over the dying fire, thus announcing their engagement.

La Fete nationale - July 14. The anniversary of the Fall of the Bastille is celebrated by military reviews in the mroning and by fireworks and dances in the streets in the evening. Flags are displayed everywhere, and theatres sometimes give free performances.

DEUTSCHLAND

THE FEDERAL REPUBLIC OF GERMANY

61

To obtain copies of this map, contact your PTA Liaison or Area Coordinator.

HOLIDAYS AND FESTIVALS
German Speaking Countries

Erntedankfest - September 30th and other dates-Harvest Feasts. People make large harvest wreaths of wheat and field flowers and decorate church altars with fruits and vegetables. There are harvest parades and celebrations. Pork and vegetables are often served accompanied by beer or wine. In some areas, these festivals mark the beginning of potato digging season so fires of dry potato plants are built and potatoes are roasted while people gather around the fire and sing.

Octoberfest - A festival in Munich each October celebrated with folk singing, dancing, farm produce and beer.

Martinstag - November 11th - St. Martin's Day. People often cook martinsgans (goose) for dinner. Children sing and parade at night with beautiful paper lanterns and jack o' lanterns. Sometimes children go house-to-house and are given sweets for reciting poems and songs. In wine making regions the first wine of the season is sampled. St. Martin is known as the partron saint of beggars.

Advent - The four Sundays before Christmas. The season is celebrated by the lighting of four candles on a hanging Advent wreath, a candle for each Sunday. Children open Advent Kalenders one day at a time and write letters to St. Nicholas.

Sankt Nikolaustag - December 6th - St. Nicholas Day-Children place polished shoes outside their doors or hang stockings in the hope of finding sweets inside the next morning. Bad little "Kinder" only find a bundle of switches. In some households this celebration is in honor of Knecht Ruprecht, a pagan demon from Teutonic folklore, one of the very powerful spirits abounding during the winter solstice.

Heilig e Abend - December 24th - Christmas Eve. - Greeting is "Fröhiche Weihnachten". Parents decorate the living room and the Christmas Tree (a custom we Americans borrowed). At 6 pm the "Kinder" are allowed to come in and the Bescherung (gift giving) takes place. Bunte Teller (plate of cakes, candies, fruit, nuts)are sometimes given as gifts. Gingerbread houses, called Pfefferkuchen-häuser, are made. In times past shooting parties (Weinachtsschiessen) were held. There was a famous shooting party in Berchtesgaden. Townspeople would go nearby hilltops and discharge guns, making much racket, between sunset and 11:30 p.m. They then would come down to the town to attend midnight mass. Most assuredly the noise frightened away all the evil spirits.

Weihnachtstag - December 25th - The Celebration includes church services and family dinners. Favorite foods are cakes (spätzele, springle, bremerkloben) and marzipan (almond candy). A recent custom in Berlin is to invite foreign students, an elderly friend, an orphan, or a soldier to share Christmas dinner.

Silvester - December 31st - New Years Eve. - Fireworks are often set off at midnight in a noisy, joyful celebration. Traditional foods served include kuchen, spätzele, marzipan, Krapfen (hole-less donuts), lentils (the seeds symbolize conis), and carp. Roe found inside the fish means good luck. In southern Germany costumed children go from house-to-house asking for candy in order to be rid of the old year's evil spirits. Austrians eat pork to ensure good luck and in some areas molten lead is poured into cold water to form shapes for fortune telling (Bleigiessen).

Neujahr - January 1st. Greeting cards are often exchanged, potted flower bulbs are given and pretzels are given to children. Families may take a walk called a Neujahr spaziergang. For good luck, people wear one new garment, keep coins in their pockets, try to meet a chimney sweep, and eat mushrooms.

Die Drei Könige - January 6th - The Three Kings Day. This celebration, in honor of the three Maji who visited the Christ Child, marks the last day to light the Christmas tree. Groups of children sing from house to house. In the Black Forest the initials of the three kings (Melchior, Balthazar, and Gaspar) are written on house doors.

Fasching - (Mardi Gras) - The week before Lent begins. There are parties and costume parades with wooden masks (in Rottenburg and elsewhere) to celebrate the final week before Lent. Lent is the forty days of fasting and meditation before Easter. Fastnacht (shrove Tuesday) is the night before Ash Wednesday, the first day of Lent. It is celebrated in some towns with parties and bonfires on nearby hilltops.

Ostern - The first Sunday after the first full moon after the equinox is Easter. Colored eggs are hidden in the garden by the Easter Hare. Also, colored eggs (real or wooden) are hung from small branches making an Easter Tree. Sometimes large bonfires are built and fiery wheels are rolled down hill sides into villages. After the town Priest blesses the fire, embers are taken home by townspeople to light home fires and the ashes are scattered around the house to ward off fire and lightning. In some areas a straw doll is burned as a symbol of the departure of winter.

Muttertag - Second Sunday in May - Mothers' Day. Gifts and flowers are given to Mothers. (An adaptation of the American custom).

Vatertag - Ascension Day - Fathers' Day. Celebration includes men-only picnics with ample beverages served.

Pfingsten - The 50th day after the 2nd day of Passover - The Day of Pentecost or Whitsunday. In Christian churches this day commemorates the traditional beginning of the church. The day is celebrated by dressing up and going for long walks, visiting friends, and eating Kuchen and drinking coffee in Konditoreis. There are concerts in the parks and in Bavaria streets are decorated with ribbons and bells. In the Black Forest this is the day to try out the new bells that the shepherds have bought their sheep to wear. Bells can be heard ringing all through the area as shepherds listen to see if all the bells in a herd sound well when ringing together.

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To obtain copies of this map, contact your PTA Liaison or Area Coordinator.

HOLIDAYS AND FESTIVALS

Spanish Speaking Countries

September 16. El Dia de la Independencia is celebrated in Mexico in memory of the beginning of Mexican independence when revolt against the Spaniards was started by the priest, Hidalgo. The day is celebrated by picnics, patriotic speeches, parades, etc.

October 12. El Dia de la Raza or Columbus Day is observed wherever Spanish-speaking people are to be found. The various monuments to Columbus are decorated on this day. Other colonial heroes, such as Pizarro, Cortes, De Soto, etc., are also remembered. There are processions, military parades, banquets, and speeches. The flag of this day is described thus: "La bandera es blanca, con tres cruces moradas, en recuerdo de las carabelas de Colon. De la cruz del centro surge el Sol, simbolo de la luz de la civilizacion que Espana llevo al nuevo mundo."

November 1. Dia de todos los Santos. Cemeteries are visited and the dead honored. In many Spanish theatres Zorrilla's Don Juan Tenorio is presented.

December 25. Christmas Eve is La Nochebuena and Christmas Day is La Navidad. The period between La Navidad and the fiesta de los Reyes Magos is called Pascuas. "Merry Christmas" is "Felices Pascuas" or "Felices Navidades." Some nights before Christmas, pilgrimages are made to neighboring patios where scenes from the Life of the Christ Child are shown. The pinata, is a favorite pastime at such reunions. A decorated paper bag is filled with sugar cane, candy, peanuts, etc., and suspended by a pully so that it may be drawn out of reach. Players are blindfolded and given a stick to break the pinata whose contents are then scattered over the floor. In Mexico the Christmas season may be the occasion of visits to miraculous shrines. The Mexican streets have displays of pinwheels, windmills, colored sparklers, tinsels, and festooned paper. Spanish families make nacimientos in their homes, and the church has one at the altar. These represent the manger and the child, but in Spanish-American countries jaguars and other animals of the New World may be found beside the kneeling ox while potters, fruiters, soldiers, and charros may surround the manger in adoration. In Mexico families often place luminarios along the walk leading to the house in order to light the Christ Child on Christmas Eve. For this #8 paper grocery-bags are folded over the top to form a one-inch margin. Two inches of sand or earth are placed in the bottom of the sack to furnish ballast. A lighted six-inch candle is placed in the center of the sack at the bottom of the ballast, and the bags are placed three feet apart along the walk. Midnight Mass, the misa de gallo, is celebrated in the churches. The turkey is the favorite fowl for Christmas dinners.

January 1. El Ano Nuevo. There is much revelry in the streets at midnight as the New Year comes in. Everyone tries to eat one grape for good luck on each stroke of the clock at midnight. In parties at the homes, the names of young men are written on bits of colored paper and placed in an urn. The person whose name the lady draws becomes her galan for that evening and the next day he sends her a gift. Sometimes comic names are drawn. Visiting cards saying feliz ano nuevo are often sent to friends.

CENTRAL & SOUTH AMERICA

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January 6. This is the day of the three Wise Men, Los Reyes Magos, who are Melchior, Gaspar, and Balthazar. Children put straw for the Wise Men's camels in their wooden shoes and place them on the balconies. In the morning gifts have replaced the straw. In Madria a procession of men and boys bearing torches, bells, and tin pans go to the city gates to meet the Magi who are supposed to pass through Spain on their way to see the Christ Child.

Martes de Carnaval. The last day before Lent is celebrated with much gaiety. There are masked dancers and confetti is thrown freely. Everyone uses the tu in address. The formula is: "¿ Me conoces, mascarita?" In Madrid there is a parade, and prizes are given for the best decorated automobiles and the finest masks.

Viernes Santo. Holy Friday is sacred in all Catholic countries, but the Holy Week processions or pasos in Seville are world-famous. The different pasos, which are carried on the shoulders of men, represent scenes from the Passion of Christ.

April 14. Pan-American Day or Dia de las Americas was established by Presidential proclamation in 1932. Schools may observe this day with a Pan-American banquet. The Educational Department of the Pan-American Union at Washington, D.C., will send schools material for the observance of this day. Hispania contains various suggestions for celebrating Pan-American Day and organizing Pan-American Clubs. .

Feria del libro. One week in April or May may be designated as book week, which may be celebrated with appropriate exhibits of Spanish books.

May Days. May first is the Fiesta de los Obreros when the working classes may enjoy a holiday. May 2 is the national holiday of Spain in celebration of the defense of Madrid in 1808 against the French. Wreaths are placed on soldiers' tombs. May 3 is the day of the cruz de mayo. Streets, altars are decorated with wooden crosses covered with flowers. There are dances in the evening. In Castilla la vieja there is a May Day tree with colored decorations. May 15 is the fiesta de San Isidro. This day of honor of the patron saint of Madrid is celebrated by a romeria or pilgrimage to the saint's hermitage across the Manzanares River near Madrid.

SECTION V: SONGS

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This section contains songs frequently used in many Elementary Foreign Language classes. Of course many other musical selections are available which children may enjoy. Some American songs may be adapted to the target language.

When feasible you may wish to use an instrument to accompany the singing activity.

Songs are often advantageous to use toward the end of a lesson in order to maintain interest. Colors, numbers, and other concepts can be reinforced through music.

BEAUX YEUX

Beaux yeux, beaux yeux

Depuis que je vous admire

Je n'en suis pas plus heureux(se)

Beaux yeux, beaux

L'ARAIGNEE GYPSIE

L'araignee Gypsie monte a la gouttiere.

Tiens, voila la pluie

Gypsie tombe par terre!

Mais le soleil a chasse la pluie

L'araignee Gypsie monte a la gouttiere.

DIX PETITS INDIENS BRAVES

Un petit, veux petits

Trois petits Indiens.

Quatre petits, cinq petits

Six petits Indiens.

Sept petits, huit petits.

Neuf petits Indiens.

Dix petits Indiens Braves.

Dix petits, neuf petits

Huit petits Indiens.

Sept petits, six petits

Cinq petits Indiens.

Quatre petits, trois petits

Deux petits Indiens.

Un petit Indien Brave.

ALOUETTE

Alouette, gentille Alouette,
Alouette, je te plumerai,
Je te plumerai la tête,
Je te plumerai la tête

Et la tête, et la tête,
Et la tête, et la tête, oh, oh!
Alouette, gentille Alouette,
Alouette, je te plumerai.

SAVEZ-VOUS PLANTER LES CHOUX?

1. Savez-vous planter les choux
à la mode, à la mode?
Savez-vous planter les choux
à la mode de chez nous?

2. On les plante avec la main,
A la mode, à la mode,
On les plante avec la main,
A la mode de chez nous!

3. On les plante avec la tête,
A la mode, à la mode,
On les plante avec la tête,
A la mode de chez nous!

4. On les plante avec le doigt,
A la mode, à la mode,
On les plante avec le doigt,
A la mode de chez nous!

5. On les plante avec le pied,
A la mode, à la mode,
On les plante avec le pied,
A la mode de chez nous!

6. On les plante avec le nez,
A la mode, à la mode,
On les plante avec le nez,
A la mode de chez nous!

Weiss sind alle meine Kleider

1. Weiss, weiss, weiss sind alle meine Kleider,
weiss, weiss, weiss ist alles, was ich hab.
Darum lieb ich alles, was so weiss ist,
weil mein Schatz ein Bäcker, Bäcker ist.

2. Grün, grün, grün sind alle meine Kleider,
grün, grün, grün ist alles, was ich hab.
Darum lieb ich alles, was so grün ist,
weil mein Schatz ein Jäger Jäger ist.

3. Schwarz, schwarz, schwarz sind alle meine Kleider,
schwarz, schwarz, schwarz ist alles, was ich hab'.
Darum lieb' ich alles, was so schwarz ist,
weil mein Schatz ein Schornsteinfeger ist.

4. Blau, blau, blau sind alle meine Kleider,
blau, blau, blau ist alles, was ich hab'.
Darum lieb' ich alles, was so blau ist,
weil mein Schatz ein Blau - Matrose ist.

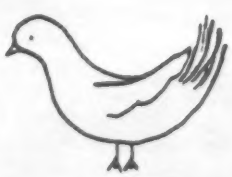
5. Bunt, bunt, bunt sind alle meine Kleider,
bunt, bunt, bunt ist alles, was ich hab'.
Darum lieb ich alles, was so bunt ist,
weil mein Schatz ein Maler, Maler ist.

Kuckuck, Kuckuck

1. Kuckuck, kuckuck
ruft aus dem Wald
Lasset uns singen
tanzen und springen!
Frühling, Frühling,
wird es nun bald.

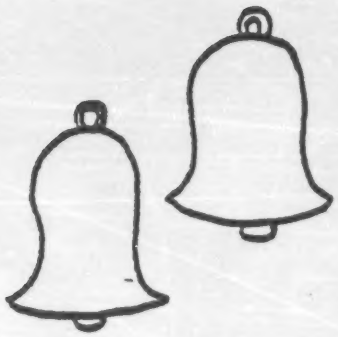
2. Kuckuck, Kuckuck
läßt nicht sein Schrein.
Kommit in die Felder,
Wiesen und Wälder!
Frühling, Frühling,
stelle dich ein!

3. Kuckuck, Kuckuck,
trefflicher Held!
Was du gesungen,
ist dir gelungen,
Winter, Winter
räumet das Feld.



Fray Felipe

Fray Felipe, Fray Felipe
¿Duermes tu? ¿Duermes tu?
Suena la campana, suena la campana
Din, Din, Don
Din, Din, Don.

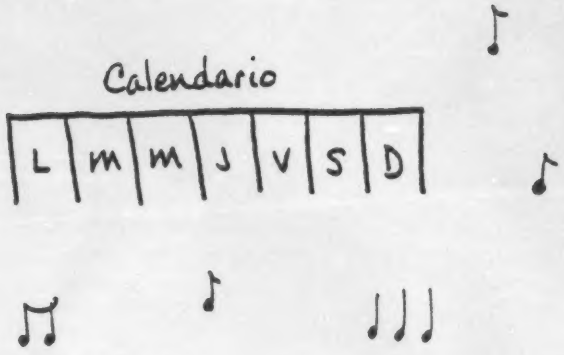


EL "HOKEY-POKEY"

Ponga la mano en
Ponga la mano afuera
Ponga la mano en, y muevase asi
Es, el "hokey-pokey"
¡es muy divertido!

SPANISH SONG FOR DAYS OF THE WEEK:

Lunes y martes y miércoles tres
Jueves y viernes y sábado seis
Domingo siete y sabe ya
Que la semana completa está.



BUENOS DÍAS

Buenos días a usted
Buenos días a usted
Buesnos días amigo
Buenos días a usted.

Sing to the tune of "Happy Birthday"; substitute the name of a child for amigo.